

Section I

Special Education Compliance Standards

SPECIAL EDUCATION COMPLIANCE STANDARDS

I. ADMINISTRATIVE REQUIREMENTS:

B. Procedural Safeguards

1. Individuals responsible for the provision of services to children with disabilities are informed of the procedural safeguard rights for parents and children.

E. Least Restrictive Environment

1. Regular and special educators collaborate at all levels to help children with disabilities receive appropriate services and progress in the general curriculum.

F. Secondary Transition

1. The district identifies and makes available a variety of appropriate community work opportunities for children with disabilities.

H. Child Find

1. The responsible public agency conducts public awareness activities as required.
2. Eligibility determinations result in the percentage of students with disabilities served being comparable to statewide data.

I. Personnel

1. Caseloads of special education and related service personnel are within State standards.
2. The district implements procedures as required for any reported ancillary personnel.
3. The district follows proper procedures for hiring, training, and reporting paraprofessionals.

J. General Administration

1. The district implements proper procedures for students on whom reimbursement for Homebound instruction is requested.
2. The district conducts planning activities for the provision of services for private school students (includes private, parochial and homeschool students).
3. The district follows required procedures for inventory control, placement and use.
4. The public agency identifies and implements activities to support a comprehensive system of personnel development (CSPD) as required.
5. The public agency conducts a program evaluation as required.
6. The public agency implements confidentiality procedures as required.
7. The public agency follows all required procedures when using the Speech Implementer Model.
8. The public agency has written procedures and implements those procedures for the identification of children with disabilities in need of appointment of an educational surrogate.
9. The public agency implements required procedures for the appointment, termination, evaluation and recruitment of educational surrogates.
10. The public agency implements required procedures for students who transfer from another state or from another Missouri district.

II. PERFORMANCE REQUIREMENTS:

A. Suspension/Expulsion

1. Suspension and expulsion rates for children with disabilities decrease and are no higher than those of children without disabilities.

E. Least Restrictive Environment (LRE)

1. The percentage of children with disabilities served at each point of the placement continuum is comparable to statewide data.
2. The percentage of children with disabilities in each disability category, served at each point of the continuum, is comparable to statewide data.

F. Secondary Transition

1. Percentage of students with disabilities participating in post-secondary activities (e.g., employment, education, etc.) is comparable to students without disabilities.
2. High school completion rates for students with disabilities are comparable to that of students without disabilities.
3. The number of students with disabilities receiving college preparatory certificates increases.

G. Drop-outs

1. Dropout rates for children with disabilities decrease and are no higher than those of children without disabilities.

K. State and District-wide Assessment

1. The performance of children with disabilities on state and district-wide assessments improves.
 - a. Percent of children with disabilities in grades 3 and 7 who are proficient readers increases.

- b. Percentage of children with disabilities in grades 3 and 7 who have the Missouri Assessment Program – Communication Arts (MAP-CA) read to them decreases.

- c. Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increases.

- d. Percentage of children with disabilities scoring at Step 1 and Progressing will decrease for each of the MAP subject areas.

2. Participation in general state assessments are comparable to statewide data.

3. Percentage participating in alternate assessments at each grade level is no greater than 1-2% of the student population at that grade level.

4. Children with disabilities participating in district-wide assessments are comparable to the percentage of students participating in general statewide assessments.

5. The performance level of children who receive special education services prior to age 5 increase on the School Entry Assessment.

III. PROCESS REQUIREMENTS

A. Suspension and Expulsion for Children with Disabilities

1. Children with disabilities receive FAPE during suspensions of 11 days or more, consecutive or cumulatively, in a school year, or with an expulsion.
2. Children with disabilities who are suspended or expelled receive services that address their identified needs.
3. Children with disabilities with identified behavioral needs receive positive behavioral supports consistent with an IEP.
4. Children with disabilities receive appropriate functional behavioral assessments and behavior plans, as appropriate.

B. Procedural Safeguards

1. Prior written notice is provided to parents and children, when appropriate, as required by state and federal regulations.
2. Copies of *Procedural Safeguards for Children and Parents* are provided to parents and children, when appropriate, as required by state and federal regulations.

C. Evaluation

1. Children with disabilities receive evaluations in all areas related to a suspected disability.
2. Children with disabilities receive timely evaluations, including children transitioning from Part C, if applicable.
3. Evaluations are appropriately administered, including evaluations for transitioning from Part C, if applicable.
4. Evaluation information addresses educational needs.
5. Evaluation information addresses progress in the general curriculum (or age-appropriate activities for preschool children).

6. Parents are afforded the opportunity to provide information that is used in the evaluations.
7. Eligibility criteria are applied appropriately for all initial evaluations.
8. Children with disabilities receive timely reevaluations.
9. Parents and children with disabilities are involved, when appropriate, in the evaluation, eligibility determination, IEP (including transition planning), and placement decisions.

D. Special Education and Related Services

1. The IEP reflects linkages among the evaluation information, the present levels of educational performance, goals and benchmarks/ objectives, modifications and accommodations, and services.
2. Special education and related services are provided in accordance with the child's identified needs.
3. Special education and related services are provided as specified by the child's IEP.
4. Children with disabilities receive the related services they need to enable them to benefit from special education.
5. The kind and amount of related services is determined by the IEP team based on individual needs rather than factors such as administrative convenience or availability of personnel.
6. Children with disabilities are provided supplementary aids and services to support success in regular education settings.
7. The IEP provides for involvement and progress in the general curriculum.
8. Special factors (e.g., behavior, limited English proficiency, Braille, communication needs, and assistive technology

services/devices) are taken into consideration when developing the IEP.

9. Assistive technology devices and services are available and utilized, as appropriate.
10. Special education and related services are provided in a timely manner.
11. Extended school year services (ESY), as determined needed by the IEP team, are provided regardless of category and severity of disability.

E. Least Restrictive Environment (LRE)

1. Placement options along the continuum are made available to the extent necessary to implement each child's IEP, including community-based options for preschool children.
2. Children with disabilities participate with nondisabled children in the full range of programs and services available in the district.
3. Related services are provided in a variety of settings, including the regular classroom, where appropriate.

F. Secondary Transition

1. Children with disabilities, beginning at age 14, have IEPs that focus on a course of study related to transition objectives.
2. Children age 14+ participate in meetings related to transition planning or activities.
3. Children with disabilities, beginning at age 16, have IEPs that coordinate instruction (including related services), community and employment experiences, adult living objectives, and linkages with other service providers or agencies as determined appropriate to meet the post secondary goals of the student.
4. The child's interests and preferences are identified and considered when addressing transition activities.

5. The district involves other agencies in transition planning, when appropriate.
6. Students with disabilities have access to appropriate supports and accommodations, in work and community experiences, post-secondary education and life skills development.
7. Students with disabilities have access to academic/vocational courses with appropriate supports and accommodations.

K. State and District-wide Assessments

1. Modification and accommodations for general state and district-wide assessments are provided, as determined appropriate on the IEP.